|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday 2/9 | Thursday 2/10 | Friday 2/11 |
|  |  | **STANDARD: 2.2a, b**  **GLET:** (4.2, 4.4, 5.1, 9.1)   * Identify and explain domain and range of linear and non-linear graphs * Uses ordered pairs to graph a line * Uses ordered pairs to graph a parabola * Translate between functional representations of linear functions * (tables, graphs, verbal rules, standard algebraic notation)   **Interpretation:**   * Introduce domain and range in both bracket and interval notation * Graph linear and parabolic equations from ordered pairs * Determine if a function is a line or a parabola from the equation and/or a graph and/or a table of ordered pairs   **Objective: I will…** | **STANDARD: 2.2a**  **GLET:** (5.4, 5.8)   * Determines slope from a linear equation and/or from a graph * Writes linear equations given ordered pairs   **Interpretation:**   * Review how to calculate slope given two points, or looking at graph * Write the equation for a line using point slope form * From a list of points, find the slope, draw the graph and/or write the equation   **Objective: I will…** | **STANDARD: 2.2a, 2.4a**  **GLET:** (5.2, 5.7)   * Solves for x and y intercepts of linear equations using both graphic and algebraic methods * Explain the meaning of the horizontal and vertical intercepts * Writes the equation of a line when given the graph of a line and vice versa   **Interpretation:**   * Solve for both the x and y intercept and write as a point. * Write the equation for a line using slope-intercept form from either a table of points, or the graph   **Objective: I will…** |
| Monday 2/14 | Tuesday 2/15 | Wednesday 2/16 | Thursday 2/17 | Friday 2/18 |
| **STANDARD: 2.2a**  **GLET:** (5.3, 5.9)   * Recognizes the slope of horizontal and vertical lines * Using slope, identifies parallel and perpendicular lines   **Interpretation:**   * Review slope of horizontal, vertical, parallel, and perpendicular lines * If in an equation the slope is changed, are the two lines parallel or perpendicular or other * If an intercept is changed, are the two lines now parallel, perpendicular or other   **Objective: I will…** | **STANDARD: 2.2c, 2.1a**  **GLET:** (4.1, 5.2, 5.3)   * Identify the real world meaning of a positive slope vs. a negative slope, undefined and zero slope * Creates an appropriate model to solve a given problem (linear and non-linear)using one or more of the following forms:   \* linear functions, equations, cont/disc graphs   * Explain the meaning of the relative steepness of a slope   + Graph slope to model real world problems * Given a graph, interpret the meaning of slope to explain a real world problem * Interprets the meaning of slope and intercepts in problem solving situations * Verbal rules to include converting from spoken language to an equation   **Interpretation:**   * Sketch a graph when given verbal cues like increasing, decreasing, constant, positive slope, negative slope, etc   **Objective: I will…** | **STANDARD: 2.2c, 2.1a**  **GLET:**(4.1, 5.2, 5.3)   * Identify the real world meaning of a positive slope vs. a negative slope, undefined and zero slope * Creates an appropriate model to solve a given problem (linear and non-linear)using one or more of the following forms:   \* linear functions, equations, cont/disc graphs   * Explain the meaning of the relative steepness of a slope   + Graph slope to model real world problems * Given a graph, interpret the meaning of slope to explain a real world problem * Interprets the meaning of slope and intercepts in problem solving situations   **Interpretation:**   * solving real world problems when given a graph to interpret the rate based on slope, or create a graph that would represent the situation, etc   **Objective: I will…** | **STANDARD: 2.4a, 2.2c**  **GLET:** (9.1 and find linear examples)   * Identify local max and min from a graph (9.1) * Identifying max and min values and their real-world meanings in linear and non-linear functions (9.1)   **Interpretation:**   * interpret graphs representing real world situations * Work with local max and min on graphs (like a zig zag) and on parabolas   **Objective: I will…** | **STANDARD:**  **GLET:**  **Objective:**  Quiz |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday 2/21 | Tuesday 2/22 | Wednesday 2/23 | Thursday 2/24 | Friday 2/25 |
| **No School** | **STANDARD: 2.3b**  **GLET:** (6.1)   * Solves problems involving a system of linear equations using various methods   **Interpretation:**  testing if an ordered pair is a solution to a system of equations, maybe introduce the graphic as well [crossing lines at point]  **Objective: I will…** | **STANDARD: 2.3b**  **GLET:** (6.2)   * Algebraic methods to include elimination and substitution   **Interpretation:**   * Solve by substitution   **Objective: I will…** | **STANDARD: 2.3b**  **GLET:** (6.3)   * Algebraic methods to include elimination and substitution   **Interpretation:**   * Solve by elimination   **Objective: I will…** | **STANDARD: 2.3ab, 2.5a**  **GLET:** (6.4)   * Graphic methods * Graph linear equations * Solve linear equations, and quadratics using graphs * Solve problems involving non-linear functions and relations using Graphs, Tables, Algebraic methods (including: setting up and solving equations, and using properties of equations)   **Interpretation:**   * (consistent, inconsistent, independent, dependent, also include ‘where the lines cross’ using both linear and quadratic equations.)   **Objective: I will…** |
| Monday 2/28 | Tuesday 3/1 | Wednesday 3/2 | Thursday 3/3 | Friday 3/4 |
| **STANDARD: 2.2b**  **GLET:** Verbal rules to include converting from spoken language to an equation  **Interpretation:**   * Example:   When is 4 more than a number less five equal to 3 more than half a number.  **Objective: I will…** | **Review** | **Unit 6 exam** | **Extra day or Random CSAP review concept** | **Random CSAP review concept** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday 3/7 | Tuesday 3/8 | Wednesday 3/9 | Thursday 3/10 | Friday 3/11 |
| CSAP training | CSAP ? | CSAP ? | CSAP ? | CSAP ? |